



RTI for Secondary Schools: Reading Program 'Readiness Check'

School: _____ Date: _____

Directions: Based on your knowledge of your middle or high school's current Tier 1 (classroom) general-education programs and Tier 2 (group-based supplemental reading) interventions, rate your building's 'RTI readiness' in reading. (NOTE: Items based on secondary reading framework presented by Howell, 2008).

Tier 1: Core Curriculum & Instruction

1. The school has identified consistent, effective strategies that all general-education teachers are to use to teach and review *topic-specific/technical vocabulary* ('brick words') to a diverse range of learners.
 YES PARTIAL IMPLEMENTATION NO.

2. The school has the capacity to provide targeted classroom instruction for students that have deficient study and organizational skills that impact their comprehension of course content.
 YES PARTIAL IMPLEMENTATION NO.

3. The school has the necessary supports to teach an appropriate range of *metacognitive* skills to a diverse range of learners to ensure full understanding of expository text. Those skills include creating a reading plan, carrying out that reading plan, evaluating one's understanding of what is being read, and reviewing what was read informally (e.g., thinking about the completed reading) or more formally (e.g., note-taking and review).
 YES PARTIAL IMPLEMENTATION NO.

4. The school uses textbooks and other curriculum materials that are '*considerately*' structured. Considerate structure is present when texts:
 - are logically and clearly organized, with an accessible writing style.
 - include introductory and concluding paragraphs.
 - contain paragraphs that each contain a topic sentence and adequate supporting detail
 - include adequate and well-worded organizational cues, including titles, headings, and subheadings
 - use appropriate visual aids such as illustrations or figures
 - include focus questions or objectives at the start of sections. Most texts use in the school are 'considerate' in format Some texts are 'considerate' in format Few texts are 'considerate' in format or the school lacks guidelines to judge the accessibility of texts adopted for students

Tier 2: Supplemental Group-Based Reading Instruction

5. The school has the capacity to place students with significant reading delays into appropriate Tier 2/supplemental small-group instruction. Intervention-group sizes are capped at 7 students.

- More than 7 students per group on average
- 7 students or fewer per group on average

6. Instruction for groups receiving Tier 2/supplemental reading instruction lasts at least 30 minutes per session and is scheduled for at least 4 days per week.

- Group sessions last less than 30 minutes per session or occur fewer than 4 times per week.
- Group sessions last at least 30 minutes per session and occur at least 4 times per week.

7. The programs or interventions used for Tier 2/supplemental reading groups are documented to be 'research-based'.

- The programs or interventions have limited or no information to support research-based status.
- The programs or interventions have adequate information to support research-based status.
- The programs or interventions have strong information to support research-based status.

8. Students receiving Tier 2/supplemental reading instruction have similar reading problems, allowing the instructor adequately to meet the instructional needs of all students with a single set of group-based reading interventions.

- Students in each reading group have a wide range of different reading needs.
- Students in each reading group have similar types of reading problems.

9. Tier 2/supplemental reading groups have the capacity to teach general *academic* vocabulary ('mortar words') to students with deficits in this area. Examples of general academic vocabulary include terms such as *hypothesis* and *terminology*.

- Tier 2 reading groups DO NOT have the capacity to teach general academic vocabulary.
- Tier 2 reading groups DO have the capacity to teach general academic vocabulary.

10. The school reviews student progress in Tier 2/supplemental group instruction frequently to determine when enrolled students can exit and when new students can enter.

- Tier 2 groups review their caseloads less frequently than each marking period.
- Tier 2 groups review their caseloads at least every marking period
- Tier 2 groups review their caseloads more frequently than every marking period.

RTI & Reading: Student Assessment

11. The school has general procedures in place to screen the entire student body to identify those students with significant reading delays who require Tier 2/supplemental reading instruction.

YES PARTIALLY IMPLEMENTED NO.

12. The school has general procedures in place to screen the entire student body to identify those students who have deficient study and organizational skills that impact their comprehension of course content.

YES PARTIALLY IMPLEMENTED NO.

13. The school has the capacity to collect information using the following methods to map out students' specific reading skills and deficits:

<i>Reading Assessment Method</i>	<i>Reading Skills Assessed</i>	<i>Capacity in Your School?</i>
Existing Data and Teacher Feedback (e.g., grades, student work products, teacher feedback on student work performance on reading-related assignments).	<ul style="list-style-type: none"> • General reading skills • Application of reading skills in the classroom 	<input type="checkbox"/> YES <input type="checkbox"/> NO.
Oral Reading Fluency (Curriculum-Based Measurement)	Reading fluency	<input type="checkbox"/> YES <input type="checkbox"/> NO.
Vocabulary Matching (Curriculum-Based Measurement)	Topic-Specific Vocabulary	<input type="checkbox"/> YES <input type="checkbox"/> NO.
Oral Retell	Comprehension	<input type="checkbox"/> YES <input type="checkbox"/> NO.
Student Think-Aloud on Reading-Related Assignments	Efficient and appropriate application of reading strategies	<input type="checkbox"/> YES <input type="checkbox"/> NO.

Reference

Howell, K. W. (2008). Best practices in curriculum-based evaluation and advanced reading. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 397-413).